

## **§113.2218. Social Studies, Grade 6, Beginning with School Year 2011-2012.**

### **(a) Introduction.**

(1) In Grade 6, students study people and places, and societies of the contemporary world. Societies ~~selected for study are chosen~~ from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific ~~Realm~~ realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of ~~selected~~ various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the ~~selected~~ various societies and identify different points of view about ~~selected events.~~ The concept of frame of reference is introduced as an influence on an individual's point of view.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies ~~and autobiographies;~~ novels; speeches ~~and letters; and~~ poetry, songs, and artworks is encouraged. ~~Selections may include Sadako and the Thousand Paper Cranes.~~ Motivating resources are ~~also~~ available from museums, art galleries, and historical sites.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the ~~geography and social studies skills strands~~ strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(A) ~~describe~~trace characteristics of ~~selected~~various contemporary societies ~~such as Bosnia and Northern Ireland~~in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of ~~selected~~various contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the ~~contributions~~influences of individuals and groups from various cultures ~~to selected~~on various historical and contemporary societies. The student is expected to:

(A) ~~explain the significance of individuals or groups from selected societies, past and present; and~~

~~(B) identify and~~ describe the influence of individual ~~and~~ group achievement achievements on ~~selected~~ various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and

(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(3) Geography. The student uses ~~maps, globes, graphs, charts, models, and databases~~ geographic tools to answer geographic questions. The student is expected to:

~~(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;~~ pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(B) pose and answer questions about geographic distributions and patterns for ~~selected~~ various world regions and countries shown on maps, graphs, charts, models, and databases; ~~and~~

(C) compare ~~selected~~ various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and

(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.

(4) Geography. The student understands the factors that influence the locations and characteristics and relative ~~of~~ locations of ~~major historical and~~ various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

(A) locate ~~major historical and~~ various contemporary societies on maps and globes using latitude and longitude to determine absolute location;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions; ~~and~~

~~(D) identify and explain the~~ locate major physical and human geographic factors ~~responsible for the location of economic activities in~~ features such as landforms, water bodies, and urban centers of various places and regions;

(E) draw sketch maps that illustrate various places and regions; and

(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

~~(A) explain~~ (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;

(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence ~~the economic development and foreign policies of societies~~ a society's ability to control territory; and

~~(B) identify~~ (C) explain the impact of geographic factors that influence ~~a society's ability to control territory~~ on economic development and that shape the domestic and foreign policies of ~~the society~~ societies.

(6) Geography. The student understands ~~the impact of~~ that geographical patterns result from physical environmental processes ~~on patterns in the environment~~. The student is expected to:

(A) describe and explain ~~how~~ the effects of physical environmental processes such as erosion, ocean circulation currents, and earthquakes ~~have resulted in physical patterns on Earth's surface~~;

~~(B) describe and explain the physical processes that produce~~ identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and

(C) analyze the effects of the interaction of physical processes and the ~~physical~~ environment on humans.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

(A) identify and analyze ways people have adapted to the physical environment in ~~selected~~ various places and regions;

(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and

(C) describe ways in which technology influences human capacity to ~~modify~~interactions with the physical environment such as humans building dams for flood control.

(8) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:

~~(A) compare ways in which various societies organize the production and distribution of goods and services;~~

~~(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and~~

~~(C) explain the impact of scarcity on international trade and economic interdependence among societies.~~

~~(9) Economics. The student understands the role factors of production play in a society's economy. The student is expected to:~~

~~(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected various contemporary societies; and~~

~~(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and~~

~~(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.~~

(9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:

(A) compare ways in which various societies organize the production and distribution of goods and services;

(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;

(C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and

(D) examine the record of collective, non-free market economic systems in contemporary world societies.

(10) Economics. The student understands categories of economic activities and the ~~means~~data used to measure a society's economic level. The student is expected to:

(A) ~~define and give examples of primary, secondary, tertiary,~~agricultural, wholesale, retail, manufacturing (goods), and quaternary service industries; and

(B) ~~describe and measure levels of economic development using~~of various societies using indicators such as ~~individual purchasing power, life expectancy, gross domestic product (GDP), GDP per capita, and literacy;~~ and

(C) identify and describe the effects of government regulation and taxation on economic development and business planning.

(11) Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:

(A) ~~describe~~identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);

(B) compare the characteristics of limited and unlimited governments;

~~(B) identify examples of limited and unlimited governments;~~

(C) identify reasons for limiting the power of government; and

(D) ~~compare~~review the record of human rights abuses of limited ~~and~~or unlimited governments such as the oppression of Christians in Sudan.

(12) Government. The student understands ~~alternative~~various ways of ~~organizing~~in which people organize governments. The student is expected to:

(A) ~~identify alternative ways of organizing governments such as rule by one, few, or many;~~

~~(B) identify~~and give examples of governments with rule by one, few, or many;

(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and

(C) identify historical origins of democratic forms of government; and

~~(D) compare how governments function in selected world societies such as China, Germany, India, and Russia~~ such as Ancient Greece.

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe roles and responsibilities of citizens in ~~selected~~various contemporary societies, including the United States;

(B) explain how opportunities for citizens to participate in and influence the political process vary among ~~selected~~ various contemporary societies; and

(C) compare the role of citizens in the United States with the role of citizens from ~~selected democratic and nondemocratic~~ various contemporary societies with representative and nonrepresentative governments.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in ~~democratic~~ societies with representative governments. The student is expected to:

(A) identify and explain the ~~importance~~ duty of voluntary civic participation in ~~democratic~~ societies with representative governments; and

(B) explain relationships among rights ~~and~~ responsibilities, and duties in ~~democratic~~ societies with representative governments.

(15) Culture. The student understands the similarities and differences within and among cultures in ~~different~~ various world societies. The student is expected to:

(A) define ~~the concepts of~~ culture and the common traits that unify a culture region;

(B) identify and describe ~~some~~ common traits that define cultures;

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;

(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

(E) analyze the similarities and differences among ~~selected~~ various world societies; and

(F) identify and explain examples of conflict and cooperation between and among cultures ~~within selected societies such as Belgium, Canada, and Rwanda~~.

(16) Culture. The student understands that ~~certain~~ all societies have basic institutions are basic to all societies, but in common even though the characteristics of these institutions may vary from one society to another differ. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; ~~and~~

(B) compare characteristics of institutions in ~~selected~~ various contemporary societies; and



(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:

- (A) ~~explain aspects that link or separate cultures~~ identify and societies;
- (B) ~~explain the impact of political boundaries that cut across culture regions;~~
- (C) ~~analyze~~ describe how culture traits such as trade, travel, and war spread;
- (D) ~~explain why cultures borrow from each other;~~
- (E) ~~evaluate how~~ (B) identify and describe factors that influence cultural borrowing affects world cultures; and
- (F) ~~evaluate the consequences of~~ change such as improved communication, transportation, and economic development;
- (C) evaluate the impact of improved communication technology among cultures;
- (D) identify and define the impact of cultural diffusion on individuals and world societies; and
- (E) identify examples of positive and negative effects of cultural diffusion.

(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions the arts and the societies that produce them in which they are produced. The student is expected to:

- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
- (B) relate ways in which contemporary expressions of culture have been influenced by the past;
- (C) describe ways in which ~~societal~~ contemporary issues influence creative expressions; and
- (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:



(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and

(B) explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and the annual haji, Yom Kippur and Rosh Hashanah, Diwali, and Vaisakhi in selected various contemporary societies.

(20) Science, technology, and society. The student understands the relationships among influences of science and technology and political, economic, and social issues and events on contemporary societies. The student is expected to:

(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;

(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and

(C) make predictions about future social, political, economic, cultural, and environmental consequences impacts that may result from future scientific discoveries and technological innovations.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected various world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or current topic;

(E) identify the elements of frame of reference that influenced participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication based on research;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and based on research;
- (E) use standard grammar, spelling, sentence structure, and punctuation; and
- (F) use proper citations to avoid plagiarism.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.22 18 adopted to be effective ~~September 1, 1998, 22~~ August 23, 2010, 35 TexReg ~~7684~~ 7232.